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Training Exercises for Teens in the Workplace

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A program of the
Maine Department of Labor

How to Turn Every Teen Worker into a SAFETEEN!

Teenagers often start jobs with little or no education about workplace safety and health. No matter what your industry, you need to make your young workers aware of some important general information:

- All jobs have hazards
- On-the-job injuries can be prevented
- There are laws to protect teen workers
- Teens need to know the laws and speak up about their concerns

You also need to provide specific training for all new employees about the hazards and safety procedures at your workplace. Be sure to cover how to report injuries or hazards and what to do in case of emergency.

Make your training fun. Do it in periodic short sessions, rather than one long class. Include activities and opportunities for the teens to interact. Encourage them to ask questions during the training and whenever they are unsure how to do a job safely.

The following pages include training activities that have been used successfully with teenagers. They cover some of the most common situations; you will need to train your new employees how to do all their assigned tasks in a safe and healthful way.

Staff at the Maine Department of Labor's **SafetyWorks!** program can help with training for all your employees on specific safety topics. A 3-hour curriculum "Starting Safely: Teaching Youth About Workplace Safety and Health" expands upon the activities in this workbook.

We hope you find this workbook useful. Call 1-877-SAFE-345 (TTY: 1-800-794-1110 for deaf and hard of hearing) if you need help, want additional copies or have suggestions on improving our materials.

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The Maine Department of Labor provides equal opportunity employment and programs.
Auxiliary aids and services are available upon request to individuals with disabilities.
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ACTIVITY ①

Identifying and Avoiding Hazards on the Job: Hazard Mapping

When to present:	At new employee orientation
Activity time:	30-40 minutes
Materials:	Large sheets of paper, markers, masking tape

This activity highlights the potential hazards at your workplace. New employees work in small groups to prepare maps of work areas and indicate on the maps where health and safety hazards could be found. The trainer and employees discuss what your organization does to control the hazards and prevent injuries and illnesses to workers.

Procedure

1. Explain the goal of this activity: to recognize potential health and safety hazards in your workplace.
2. Discuss the definition of a hazard and write it on the board: A hazard is something that can potentially harm you, injure you, kill you, make you sick or affect your mental health.
3. Ask the employees what hazards they might find in your workplace. If they list the effects of hazards (e.g. cuts, burns) try to get them to say what would cause the effect (e.g. knives, hot grills).
Make sure the list includes health hazards as well as safety hazards.
Health hazards (e.g. chemical exposure, infectious disease agents, repetitive movements, noise) can cause health problems over time.
Safety hazards (e.g. slippery floors, hot grease, sharp objects) can cause immediate injury.
4. Divide participants into groups of 3-5. Ask them to begin by drawing the floor plan of different areas of your workplace, including doors, windows, walls, major equipment and furniture, etc. Once the floor plan is drawn, they should indicate where the potential health and safety hazards are by circling the hazard, writing in words, or using symbols.
Remind them that they are to identify hazards to the workers, not the customers. Tell them they have 15 minutes to create their maps.
5. Tape the maps to the wall and ask a spokesperson from each group to explain the map.
6. After each map is presented, ask if anyone can think of more hazards to add. Teenagers often overlook health hazards; encourage them to think about chemical hazards, noise, repetitive motion, blood-borne diseases.
7. Ask participants what they think are the one or two most serious hazards from each map. This helps them recognize that some hazards are more serious than others.
8. After each group has presented its map, summarize by noting the common hazards identified in all maps.
9. Talk about what your organization does to control these hazards and prevent injuries to workers.

Examples Of Workplace Hazards

[not an exhaustive list]



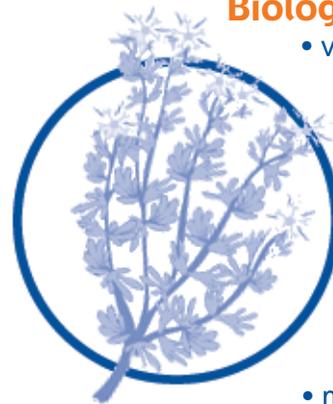
Safety Hazards

- slippery floors
- falling objects
 - knives and other sharp instruments
 - case cutters
 - clutter, improper storage
 - unguarded machinery
 - electrical hazards
 - fire, hot oil, etc.
- motor vehicles
- paper balers



Chemical Hazards

- dusts, e.g. wood
- solvents, cleaners
- acids, caustics, metals (lead, mercury, etc.)
- asbestos
- gasoline
- pesticides



Biological Hazards

- viruses (e.g. hepatitis, HIV)
- bacteria
- unsanitary conditions
- animal bites and dander
- bee stings
- plants (e.g. poison ivy, pollen)
- mold spores
- dust mites



Physical Hazards

- ergonomic hazards (repetitive movements, lifting, poor equipment design, etc.)
- noise
- radiation
- lighting
- vibration
- sunlight
- temperature (heat or cold)



Stress

(causes both physical and psychological harm)

- fast-paced work
- low pay
- discrimination
- assaults
- harassment
- lack of recognition
- boring or repetitive work
- pressure from boss or coworkers
- dealing with the public, customers

Note: As an alternative to hazard mapping, you can use a pre-drawn map of your workplace. Have new employees identify and describe the hazards and say which they think are the most serious. Then discuss the ways you control the hazards and prevent injuries at your workplace.

Hazards in the...

Fast Food Restaurant

Grocery Store

Movie Theater

Office

On the following pages you'll find lists of hazards and solutions in various types of workplaces. Use the page applicable to your worksite to continue discussion of hazards. Focus on the solutions your organization uses to reduce the risk of injury from these hazards. Ask if students know of other ways to protect themselves from the hazards. Discuss your safety policies and procedures that relate to these hazards.

If you require personal protective equipment for any tasks, this is a good opportunity to discuss what you require. Tell employees how and when they will be trained on the proper use of the equipment. (See Activity 6: Safety Grab Bag on page 21.)

[If there is no list for your workplace, create one to use in training. If you send us a copy, we'll include it in future workbooks.]

Hazards in the Fast Food Restaurant

Hazard	Effect	Possible Solutions
Safety Hazards		
Cooking Equipment	Burns or electric shock	<ul style="list-style-type: none"> • Keep appliances in safe condition • Have guards around hot surfaces • Wear gloves or mitts
Hot Grease	Burns	<ul style="list-style-type: none"> • Use grease pans that dump automatically • Have splash guards • Wear protective clothing
Slicers and Powered Cutting Equipment	Cuts	<ul style="list-style-type: none"> • Must be 18 or older to use • Keep guards in place • Get proper training • Turn off when cleaning
Slippery Floors	Slips or falls	<ul style="list-style-type: none"> • Clean up spills quickly • Use floor mats
Chemical Hazards		
Dishwashing Products	Skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> • Use safer products • Wear gloves
Cleaning Products	Some vapors cause headaches and other health problems; skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> • Use safer products • Wear gloves when necessary • Have good ventilation
Other Health Hazards		
Contact with Public	Stress, criminal violence, robbery	<ul style="list-style-type: none"> • Have adequate security • Schedule at least two people per shift • Use barriers where money is handled • Get customer service training
Standing for Long Periods	Back injuries, varicose veins	<ul style="list-style-type: none"> • Use floor mats • Take regular breaks • Rotate jobs
Bending, Reaching, Stretching, & Lifting	Muscle strains or sprains	<ul style="list-style-type: none"> • Keep heavy items on lower shelves • Rotate jobs • Use helpers

Hazards in the Office

Hazard	Effect	Possible Solutions
<p>Safety Hazards</p> <p>Cords</p> <p>Loose Carpeting</p> <p>Overloaded Electric Circuits</p>	<p>Tripping</p> <p>Tripping</p> <p>Fire</p>	<ul style="list-style-type: none"> • Don't run cords through public areas • Keep carpets secured • Have enough outlets
<p>Chemical Hazards</p> <p>Ozone from Copiers</p> <p>Poor Indoor Air Quality</p>	<p>Breathing difficulty, headaches, dizziness</p> <p>Breathing difficulty, headaches, dizziness</p>	<ul style="list-style-type: none"> • Place copiers in separate area • Have good ventilation • Have good ventilation
<p>Other Health Hazards</p> <p>Computer Monitors</p> <p>Sitting for Long Periods of Time</p> <p>Repetitive, Boring Work</p> <p>Contact with Public</p>	<p>Eyestrain</p> <p>Back Pain</p> <p>Tendon and Nerve Problems</p> <p>Stress</p>	<ul style="list-style-type: none"> • Position monitor correctly • Adjust monitor properly • Take regular breaks • Use proper chairs • Have good posture • Take regular breaks • Use adjustable chairs and workstations • Have good posture • Take regular breaks • Rotate jobs

Hazards in the Grocery Store

Hazard	Effect	Possible Solutions
Safety Hazards		
Box Cutters	Cuts	<ul style="list-style-type: none"> • Cut properly • Store properly
Box Crushers	Various Body Injuries	<ul style="list-style-type: none"> • Must be 18 or older to use • Get proper training
Sharp Knives	Cuts	<ul style="list-style-type: none"> • Keep in good condition • Cut properly • Store properly
Deli Slicers	Cuts	<ul style="list-style-type: none"> • Must be 18 or older to use • Keep guards in place • Get proper training • Turn off when cleaning
Chemical Hazards		
Cleaning Products	Some vapors cause headaches and other health problems. Skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> • Use safer products • Wear gloves when necessary • Have good ventilation
Other Health Hazards		
Checkout Scanners	Muscle, tendon, or nerve injuries	<ul style="list-style-type: none"> • Redesign check stands • Take regular breaks • Rotate jobs
Bending, Reaching, Stretching, & Lifting	Muscle strains or sprains	<ul style="list-style-type: none"> • Use machinery instead • Keep heavy items on lower shelves • Get proper training • Rotate jobs • Use helpers
Cold Temperatures (in cold storage areas, freezers)	Frostbite	<ul style="list-style-type: none"> • Limit time working in cold areas

Hazards in the Movie Theater

Hazard	Effect	Possible Solutions
Safety Hazards		
Popcorn, hot dog and machines	Burns or electric shocks	<ul style="list-style-type: none"> • Keep appliances in safe condition • Wear gloves or mitts
Slippery Floors	Slips or falls	<ul style="list-style-type: none"> • Clean up spills quickly • Use floor mats
Ladders	Falls	<ul style="list-style-type: none"> • Must be 16 or older to use • Use safe ladders • Get proper training
Chemical Hazards		
Cleaning Products	Some vapors cause headaches and other health problems. Skin contact may cause irritation or dermatitis	<ul style="list-style-type: none"> • Use safer products • Wear gloves when necessary • Have good ventilation
Other Health Hazards		
Contact with Public	Stress; criminal violence; robbery	<ul style="list-style-type: none"> • Have adequate security • Schedule at least two people per shift • Use barriers where money is handled • Get customer service training • Rotate jobs
Dark Environments	Eyestrain; slips or falls	<ul style="list-style-type: none"> • Use flashlights
Standing for Long Periods	Back injuries; varicose veins	<ul style="list-style-type: none"> • Use floor mats • Take regular breaks • Rotate jobs



ACTIVITY 2

Rights and Responsibilities of Young Employees

When to present: At new employee orientation

Time: 15-20 minutes

Child labor laws protect teens from working too early, too late, and too long. They also prohibit teens from doing some of the most hazardous tasks. In addition, occupational safety and health (OSHA) regulations protect all employees.

Teenagers need to know their rights and responsibilities on the job. Have them review the booklet *Respect Yourself. Protect Yourself: A Guide for Working Teens* and answer the questionnaire on the following page.

Note: You may want to add questions about the safety expectations at your workplace.

Rights & Responsibilities of Young Employees Questionnaire

1. Do teens under 16 need a work permit? If so, how do you get one?

2. If you are 15, how many hours can you work each day on school days?

3. If you are 16, how many hours can you work each day on school days?

4. If you are 17, how late can you work on a school night?

5. What can you do to improve safety and health at your workplace?

6. Workers under age 18 are allowed to do which of the following activities at work?

- A. Drive a car for work
- B. Use a forklift
- C. Use a meat slicer
- D. Pump gas at a gas station

7. Workers under age 16 are NOT allowed to do which of the following jobs?

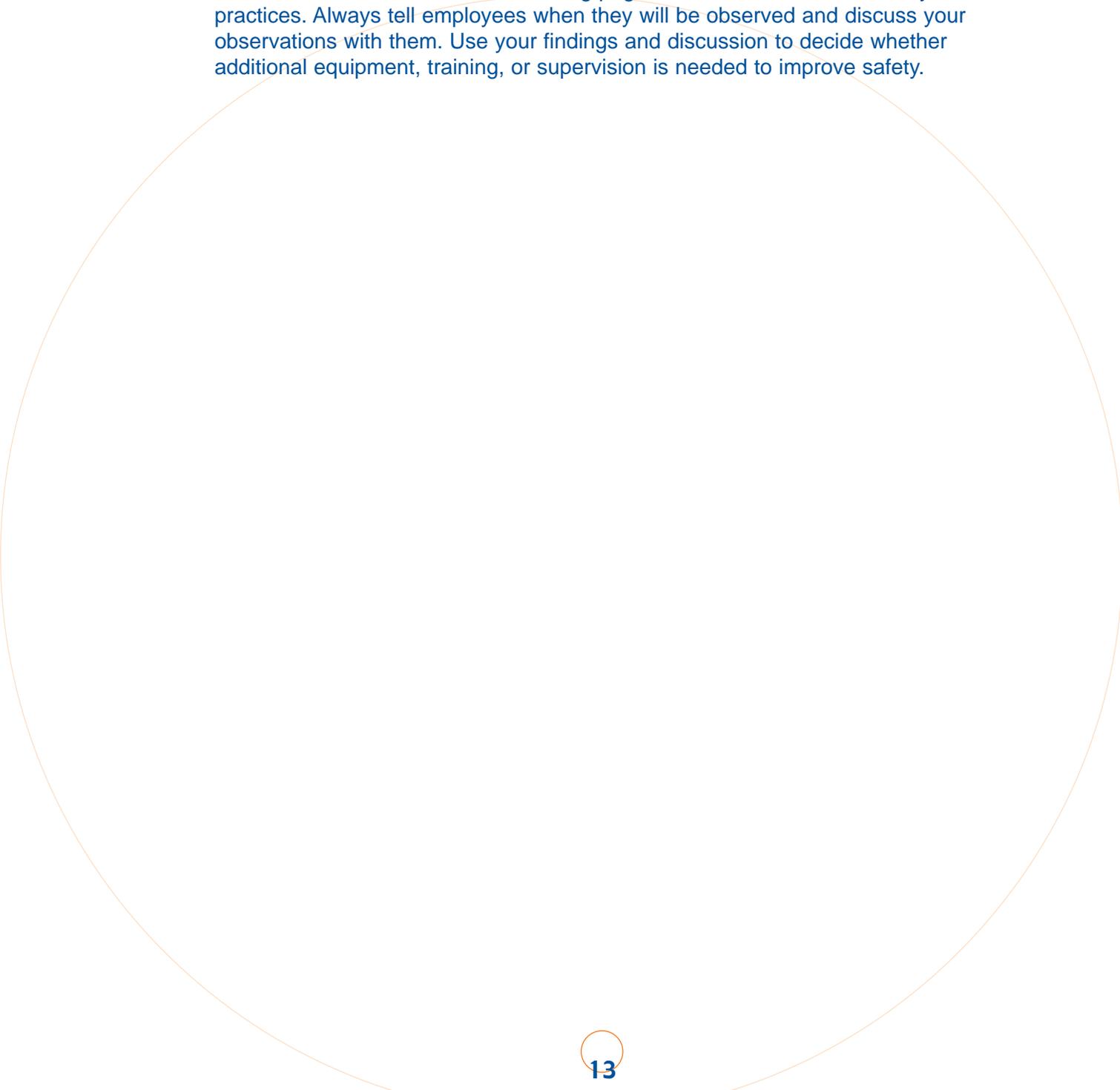
- A. Work in an office
- B. Work on ladders or scaffolds
- C. Cook at a snack bar
- D. Wait on tables in a restaurant

8. What agency or agencies would you call with questions about health and safety hazards on your job?

Rights & Responsibilities of Young Employees

Answer Guide

1. Do teens under 16 need a work permit? If so, how do you get one?
Yes, in Maine if you are under 16 you must get a work permit before you start a job. You must have an offer of a job before you apply for a work permit. You can apply at the superintendent's office in the school district where you live. You need written permission from a parent or guardian in order to get a permit.
2. If you are 15, how many hours can you work each day on school days?
No more than 3 hours on school days.
3. If you are 16, how many hours can you work each day on school days?
No more than 4 hours on a school day. Exception: You can work 8 hours on the last day of the school week or on an unscheduled school closure day.
4. If you are 17, how late can you work on a school night?
Until 10 pm on a night before a school day, or until midnight on a day that does not come before a school day.
5. What can you do to improve safety and health at your workplace?
You can comply with the safety rules and instructions, keep work areas clean, know what to do in an emergency, report any health or safety hazards or injuries to your supervisor, ask questions if you don't know how to do a job safely.
6. Workers under age 18 are allowed to do which of the following activities at work?
A. Drive a car for work
B. Use a forklift
C. Use a meat slicer
D. Pump gas at a gas station
7. Workers under age 16 are NOT allowed to do which of the following jobs?
A. Work in an office
B. Work on ladders or scaffolds
C. Cook at a snack bar
D. Wait on tables in a restaurant
8. What agency or agencies would you call with questions about health and safety hazards on your job?
The Maine Department of Labor (SafetyWorks!) or the U.S. Department of Labor (OSHA).



ACTIVITY 3

Worksite Safety Observation

When to present: Within first month of employment and periodically

Time: 15-20 minutes

Reinforce safety for young workers by observing their on-the-job safety behavior. Use the form on the following page to observe and record safety practices. Always tell employees when they will be observed and discuss your observations with them. Use your findings and discussion to decide whether additional equipment, training, or supervision is needed to improve safety.

ACTIVITY 4

Chemical Safety Right-to-Know

Each employee needs to be trained on the hazards and precautions for each chemical he or she is exposed to on the job. These two short activities teach employees how to locate information on labels of chemical products.

When to present: At new employee orientation or when employees are first assigned to a job where chemicals are used

Time: 10-15 minutes

1 . What to Look for on a Warning Label

Tell employees that labels provide information workers need in order to work safely with chemicals. Material safety data sheets (MSDS) provide additional information.

Hand out a copy of a label from a chemical product used in your workplace.

Ask:

1. What are the names of the chemicals found in this product?
2. Who is the manufacturer of this product?
3. How severe are the hazards of this product?
A picture of a skull and crossbones means that a chemical is highly toxic. It is always used with one of these words: **Caution** (least severe), **Warning** (very severe) or **Danger** (most severe).
4. What are the physical hazards of this product?
Flammable and/or **Combustible** means the chemical easily ignites or catches fire. **Corrosive** means the chemical damages skin and other human tissues on contact. Examples of corrosives are rust removers and battery acids.
5. What are the health hazards of this product?
6. What are the first aid instructions?
7. What are the recommendations for safe use?
8. What personal protective equipment do you need to wear when you use this product?

A label may not include all of this information. For more information, look at the MSDS for the product.

2. How to Read a Material Safety Data Sheet

Tell employees that Material Safety Data Sheets or MSDS contain vital information on hazardous chemicals.

- Compared to the warning label, the MSDS is a more detailed source of information about the chemicals you might be exposed to at work.
- Employers must have an MSDS for every hazardous chemical in their workplaces. MSDS must be kept where employees can use them any time during work. Tell employees where MSDS are kept in your workplace. To protect yourself from the hazards of chemicals, it's important to know how to find information on an MSDS.
- Employees should read the MSDS on the chemicals they'll be handling before starting the job. That way they'll be prepared to work safely.

Hand out copies of an MSDS for a chemical used at your workplace, ideally the same chemical used in the warning label activity. Tell employees that each MSDS contains nine categories of information about a chemical, but the format varies from manufacturer to manufacturer.

- I. Name of chemical, who makes it, their address and emergency phone number, date produced.
- II. Hazardous ingredients, worker exposure limits.
- III. Physical and chemical characteristics.
- IV. Fire and explosion hazards data.
- V. Health hazards (absorption of chemicals into the body, long and short-term health effects).
- VI. Reactivity data (conditions that cause the chemical to react dangerously).
- VII. Proper clean up of spills.
- VIII. Protective measures (substitution, engineering controls such as ventilation, protective equipment, hygiene practices)
- IX. Storage and safe handling procedures.

Questions to ask about the MSDS you handed out:

1. What is the name of this chemical? Is there more than one name it might be known as?
2. What number would you call if you needed more information, especially in an emergency?
3. What are the health effects of exposure to this chemical?
4. What should you do to protect yourself when using this chemical?
5. What should be done if there is a spill?
6. (Anything else you want to point out about this chemical.)

ACTIVITY 5

Safe Lifting

When to present: At new employee orientation
Time: 15-20 minutes

Explain that young people who get back injuries are more likely to have lifelong back problems, which can limit both work and recreational activities.

Divide the employees into groups of 2-4. Give them the hand out *"Proper Lifting Techniques"* from the following pages, and ask employees to read it over. Take employees to an area where boxes or boards are stored and tell them their task is to demonstrate the best way to lift the boxes or boards, using the techniques from the handout.

After each group demonstrates moving material from one place to another, ask the others to say what they observed the group doing well and what suggestions they have for improvement. Discuss any specific procedures you want them to follow. You may need to prompt the discussion by asking, "Did they..."

- ...check for obstacles and clear a path before moving the material?
- ...have a plan about where the material would be placed/stored?
- ...check the weight of the load before lifting it?
- ...have two or more people lift if necessary?
- ...avoid twisting while carrying?
- ...lift with the legs and not with the back?
- ...keep the load as close as possible to their bodies?
- ...lift the load slowly, avoiding fast jerky movements?
- ...use their leg and back muscles by bending their knees when setting the load down?

After all groups have demonstrated, discuss whether the materials could be stored or handled differently in order to make the lifting easier. For example:

- Could materials be stored off the ground so they are at a height between the knees and the shoulders to avoid high or low lifts?
- Could wood be cut (or boxes partially emptied) before carrying to make it lighter?
- Which jobs should be two-person lifts?
- Are cranes, dollies, or other lifting devices available?

If students suggest wearing back belts, tell them that NIOSH (the National Institute for Occupational Safety and Health) does not recommend them. Back belts do not specifically protect the back and may even be hazardous themselves. They may give people the false impression that they can lift more than they should. Following safe lifting techniques is always essential.

Improper Lifting Techniques

Improper lifting of heavy objects can result in serious back injuries. Consequently it is important for all employees to use proper lifting techniques.



Do not attempt to carry more than you can handle. Make more than one trip when necessary.



Do not carry the load in such a way that impedes your vision. Always know what is in your path.



Do not over-reach or stand on chairs or boxes to reach overhead loads. Use a ladder when necessary.

Proper Lifting Techniques

1



Approach the load and size it up. Evaluate weight, size and shape.

Plan your lift before you start. Determine:

- How you will grip the load.
- Where you are going.
- The path that will be taken.
- Where the load will be placed.

Consider your physical ability to handle the load.

Tip the load on its side to get an idea of its weight.

Don't over estimate your ability. If it's too heavy, get help or use a two-wheeled cart.

2



Place one foot alongside the object and one foot behind it. Keep feet comfortably spread and firmly on the floor with your body weight centered over your feet. Bend your knees and get a good hold on the object using the palms of your hands. Tuck in your chin and keep your back straight.

3



Lift the load straight up.
Lift smoothly and evenly.
Use your leg muscles not your back. Keep the load and your arms close to your body.

4



Lift the load into the carrying position. Do not twist or turn while carrying a heavy load. Turn your body with changes in foot position while making sure your path is clear of slipping or tripping hazards. Use caution when ascending and descending stairs. Take slow and careful steps. Do not attempt to carry more than you can handle.

5



Setting the load down is just as important. Using leg and back muscles, comfortably lower the load by bending your knees. When the load is in position, release your grip. A helpful hint is to avoid strain by storing heavy objects at least 12 inches above the floor.

ACTIVITY 6

Safety Grab Bag

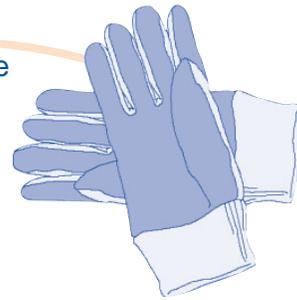
When to present: Any time
Time: 10-15 minutes



Collect an assortment of safety items-safety glasses, hearing protection, soap, sunglasses, sunscreen, gloves, reflective vest-anything your workers may need to protect themselves on the job.

Put them in a bag. Have each employee pull an item out of the bag and talk about how he or she could use it in their work.

Talk about any company policies and procedures that relate to the item. For example, if you require hearing protection in a work area, bring that up when the ear plugs are pulled out of the bag.



Safety Orientation Checklist for Supervisors of Teenage Workers

This checklist is designed to remind supervisors of common health and safety problems faced by teenage workers. It is not a comprehensive list; depending on the specific job you may need to expand on some topics and add others.

Tips for Supervisors of Teenage Workers

- Teens differ from adults in maturity, the way they learn and their physical characteristics. Tailor training and supervision for the teenage workers.
- Make sure safety training is hands-on.
- Encourage teens to ask questions.
- Emphasize that doing a job right includes doing it safely.
- Provide adequate supervision. Youth who work alone have a greater risk of injury.
- Even if something seems like common sense to you, don't assume teens know about it.

On the following checklists, mark all the items that relate to the work the teens may do at your work place. Train the teens on each item marked.

Emergency Procedures

Exits and Escape Plans

- Know the emergency escape plans for fires, floods, chemical spills, violence incidents, etc.
- Know location of emergency exits and how to open them.
- Know designated gathering areas following an evacuation.

Fire Extinguishers & Other Emergency Equipment

- Know how fire alarm system works and how to respond.
- Know location of fire extinguishers.
- Learn how to use a fire extinguisher for small fires.
- Know location of emergency eye wash stations and safety showers, if appropriate.
- Know location of first aid kits.
- Know which employees provide first aid or CPR.

In Case of Accident, Injury, or Safety Concern

- Know who to notify and what to do.
- Report any injury regardless of how minor.

Physical Demands

- Do not lift or carry more than a comfortable weight. Get help with large, heavy or bulky objects.
- To pick up objects, bend knees, keep back straight, use strength in legs rather than back. Keep objects close to the body when lifting.
- Avoid reaching above shoulders for heavy items.
- Never use a box, chair, file cabinet or table for climbing purposes.
- Watch out for wet floors. Clean up a spill right away or report it to the appropriate person for cleanup. Use highly visible warning signs to keep people off wet floors.
- When sitting, make sure lower back is supported.
- Take breaks from sitting or standing to stretch or rest legs and feet.
- Stand on a mat instead of a hard floor.

When working at a computer,

- Adjust the workstation to fit your body comfortably.
- Take frequent 30-second "micro-breaks" to stretch arms, shoulders, back, neck.
- Do periodic tasks away from computer to rest eyes and body.

Protective Clothing and Equipment

- If eye protection is required, make sure to use the correct safety glasses, goggles or face shield. Safety glasses protect against sparks, dust, wood shavings, sawdust, etc. Goggles and face shield protect against splashes.
- If gloves are needed, make sure they are the right type and size.
- Wear appropriate footwear. Some jobs require steel-toed shoes. Always wear comfortable low-heeled non-skid shoes.
- Use of respirators requires special training and is not recommended for workers under 18 years old.
- Don't wear loose clothing around machinery. **REMEMBER:** Workers under 18 are prohibited from working on many types of equipment; restrictions are greater for teens under 16. See child labor laws for details.
- Wear bright, visible, reflective clothing if working outside in the dark or in traffic areas.
- Protect skin from sun with a hat, long-sleeve shirt and long pants. Use sunscreen on exposed skin.
- Know the signs of heat and cold stress and what to do. Take breaks in a different area to cool down or warm up. If working in the heat, drink water often.
- Wear hearing protection when exposed to loud noises.

Hazardous Materials

- Get training on hazards of specific chemical products before working with them. REMEMBER: OSHA regulations require specific training for all workers who use hazardous materials or are exposed to blood or other body fluids.
- Read labels and other instructions on chemical containers. Know how to protect yourself and what to do in an emergency. Use required protective equipment.
- Know location of material safety data sheets (MSDS) and how to read them.
- Do not mix bleach and ammonia.
- Use chemicals in well-ventilated areas.
- Avoid contact with body fluids. Report any accidental exposure immediately.

Working with the Public

- If a client or customer becomes agitated or abusive, tell your supervisor immediately.
- Do not work alone in jobs with public contact or at night.
- Learn your employer's procedures for handling potentially violent situations.
- In the event of a robbery, comply with demands.

Tools and Equipment

- REMEMBER: Child labor laws prohibit workers under 18 from using most power equipment. Restrictions are greatest for workers under 16.
- Don't use, and be sure to report, equipment that isn't working properly.
- Don't wear loose clothing, jewelry, or long hair that can get caught in equipment.
- Wear required personal protective equipment.
- Avoid contact with hot equipment like ovens, stoves, grills, broilers and fryers. Use the proper tools when removing hot food. REMEMBER: Workers under 16 are prohibited from cooking (except in snackbars).

Electrical Safety

- Don't touch metal prongs on plugs.
- Place electrical cords where no one will trip over them.
- Check electrical equipment and cords for damage before using them. For example, make sure cords are not frayed.
- Never work around a source of electricity when you, your surroundings, your tools or your clothes are wet.

Motor Vehicle Safety

- REMEMBER: Child labor laws prohibit workers under 18 from driving on public roads as part of their job.
- Always wear a seat belt when riding in a motor vehicle.
- Be careful around motor vehicles. Listen for backup alarms. Don't assume operators can see you.